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ABSTRACT

This publication from the Department of Defense Education Activity (DoDEA) is designed to inform parents about the department's Grade Two curriculum standards in four major areas: language arts/reading, mathematics, science, and social studies. The integrated language arts/reading standards emphasize the development of a comprehensive reading vocabulary and the student's application of a variety of strategies to comprehend printed materials. Students will use the writing process and identify the audience and the purpose for writing. They will develop main ideas and supporting details. They will begin to use "show, not tell" writing. They will write legibly in manuscript and/or cursive. They will convey a message accurately. They will give, respond to, and follow simple instructions. They will respond to increasingly complex literature. The mathematics standards emphasize mathematical concepts and understanding supporting the development of problem solving. Students will use different approaches for sorting and organizing data, use prediction to extend patterns, and predict whether something is likely or unlikely, based on data collected. The science standards emphasize making detailed observations, drawing conclusions, and recognizing unusual or unexpected data to use and validate information. The concept of change is explored in states of matter, life cycles, weather patterns, and seasonal effect on plants and animals. The social studies standards include the basic concept of the neighborhood, the purpose of laws and the consequences of breaking them, and basic economic concepts. Students will build timelines to expand their knowledge of past and present and deliver that information in a visual medium. (KB)

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GRADE TWO 2

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A PARENT'S GUIDE

Department of Defense Education Activity

PS 030031

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Secretary of Defense
Honorable William S. Cohen

Under Secretary of Defense for Personnel and Readiness
Honorable Rudy de Leon

Assistant Secretary of Defense for Force Management Policy
Honorable Alphonso Maldon, Jr.

Deputy Assistant Secretary of Defense for Personnel Support, Families and Education
Mr. Victor Vasquez, Jr.

Interim Director, Department of Defense Education Activity
Mr. Ray Tolleson

Message From The Director

Dear DoDEA Parents:

DoDEA is committed to providing your children with the best education possible. One of the ways that we intend to accomplish this is with an effective curriculum of high quality. DoDEA has developed rigorous curriculum standards aligned with national guidelines and with the standards of the finest school systems throughout the Nation. Even with the most rigorous curriculum standards, it is the understanding and support of parents that will help make our schools and our students successful. At DoDEA, we want parents to know what educational standards have been established in the four major subject areas of Language Arts/Reading, Mathematics, Science, and Social Studies.

This publication is designed to inform you about what your children are learning in these four major curriculum areas for this grade level. This publication provides you with samples of what students are learning and what they should know and be able to do when they complete this grade. This is only a sample of the complete curriculum standards that are used by teachers to determine instruction in the classroom. To see the entire curriculum in these four areas, consult the teacher or the school principal.

I hope that you find this publication informative in assisting us in the education of your child. Working together we can ensure your child's success now and well into the future.

Ray Tolleson
Interim Director

STANDARDS

To create a world-class education system, DoDEA has developed rigorous and demanding curriculum standards. The curriculum standards specify what students should know and be able to do. DoDEA curriculum standards are based on the content standards produced by the National Council of Teachers of Mathematics, the National Council of Teachers of English the International Reading Association, the National Research Council's National Science Education Standards and the National Council for Teachers of Social Studies.

Standards are important because they set high levels of learning and performance for all students. The standards also serve as a basis for assessment across the curriculum. They focus on what is important in each curriculum area.

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INTRODUCTION

The language arts/reading standards emphasize the development of a comprehensive reading vocabulary and the student's application of a variety of strategies to comprehend printed material. Students use the writing process and identify the audience and the purpose for writing. They develop main ideas and supporting details. They begin to use "show, not tell" writing. They write legibly in manuscript and/or cursive. They convey a message accurately. They give, respond to, and follow simple instructions. They respond to increasingly complex literature. The social studies standards include the basic concept of the neighborhood, the purpose of laws and the consequences of breaking them, and basic economic concepts. Students build timelines to expand their knowledge of past and present and deliver that information in a visual medium.

Mathematics students will find solutions to addition and subtraction problems with numbers to 1,000 and identify place value and illustrate expanded notations for numerals to at least 1,000. A strong emphasis on mathematical concepts and understanding supports the development of problem solving. Students use different approaches for sorting and organizing data, use prediction to extend patterns, and predict whether something is likely or unlikely, based on data collected. The science standards emphasize making detailed observations, drawing conclusions, and recognizing unusual or unexpected data to use and validate information. The concept of change is explored in states of matter, life cycles, weather patterns and seasonal effect on plants and animals.

GRADE 2

Language Arts/Reading Standards

Reading

Students use phonetic analysis, structural analysis, context clues and other strategies to help in understanding written material and extending their vocabularies. Students will:

- Extend vocabulary through word meaning and word play
- Retell a story in sequence using beginning, middle, and end
- Identify the main idea in a selection
- Read for details in a selection
- Read orally with fluency and expression
- Identify and use synonyms, antonyms, and homonyms
- Increase vocabulary through interactions with media and technological resources
- Recognize imaginative uses of language, such as figures of speech, rhyme, and rhythm

Writing

Students use process writing to compose as a means of communication and as a learning tool across the curriculum. Students will:

- Use prewriting strategies when organizing information
- Generate and expand ideas through a group process
- Recognize that not all writing proceeds through the entire writing process
- Use collaborative processes for sharing, responding, and assessing during various stages of writing
- Use technological aids throughout the writing process as appropriate

Listening, Speaking, and Viewing

Students express information orally as well as understand and respond to information seen and heard. Students will:

- Listen to others' ideas expressed in discussions and conversations

- Recount story elements of television, video, radio, and film productions
- Organize information received
- Make evaluations and judgments about information received
- Be discriminating listeners

Literature

Students understand, experience, respond to, appreciate, and select a wide range of literature. Students will:

- Describe qualities and emotions of characters
- Make connections to personal experiences or between other pieces of literature
- Read/listen for enjoyment to foster an internal motivation for lifelong reading
- Recognize and respond to different types of literature; e.g., fantasy, reality, poetry, nursery rhymes, drama, and songs
- Recognize a variety of works from authors and illustrators
- Select books/materials appropriately from classroom libraries, collections, or school information centers

The English Language

Students show grade-level control of English language usage, spelling, and mechanics to understand and respect its diversity. Students will:

- Adapt language to meet different social and situational needs
- Show evidence of mastery of conventional spelling, using phonetic rules and exceptions
- Develop specific vocabulary to suit different purposes
- Understand and respect the cultural differences in our language
- Demonstrate appropriate language usage, spelling, mechanics, and other conventions of English in speaking and writing

Accessing and Processing Information

Students use language, technology, media, and human resources as learning and communication tools. Students will:

- Apply higher order thinking skills
- Apply a variety of study skills and self-assessment techniques to facilitate learning
- Use parents, community members, peers and/or cross-age tutors as resources for learning
- Use diverse media sources for learning
- Apply thinking and problem solving strategies
- Develop and use word processing skills; e.g., create, edit, save, and retrieve information

Mathematics Standards

Mathematics as Problem Solving

Students should be engaged in problem solving activities so they can show proficiency in being able to:

- Write number sentences to solve realistic problems
- Organize sets to solve oral and written problems using addition and subtraction facts of single digit numbers

Mathematics as Communication

Students should experience numerous opportunities for communication so they can show proficiency in being able to:

- Write stories using math vocabulary and/or mathematical operations
- Write paragraphs explaining information presented in various forms; e.g. graphs, charts, or pictures
- Express mathematical ideas in journals and in samples for portfolios

Mathematics as Reasoning

Reasoning is throughout the mathematics curriculum so students can show proficiency in being able to:

- Separate relevant and irrelevant information when solving problems
- Use patterns to make predictions and provide reasonable explanations

Mathematical Connections

Students should have opportunities to make connections so they can show proficiency in being able to:

- Discover, express, or extend mathematical relationships in graphing (such as graphing the size of tennis shoes, birthdays, or the shape of leaves)
- Create or reproduce an art pattern using two or three different shapes

- Recognize connections within mathematics such as addition with multiplication or geometry with patterning

Computation and Estimation

Students should develop computation and estimation skills so they can show proficiency in being able to:

- Perform addition and subtraction operations using horizontal and vertical notation with numbers at least to 1,000
- Identify, illustrate, and write fractions to represent indicated portions of regions and parts of a given set
- Determine the value of missing numbers in addition or subtraction number sentences

Number Sense, Number Operations, and Number Relationships

Students should develop number and number relationships so they can show proficiency in being able to:

- Identify and write 3-digit numbers given illustrations
- Use place value charts, number tiles, or place value materials to add and subtract with and without regrouping
- Build models of simple fractions: halves, thirds, and fourths
- Use <, >, =, and other inequality notations in real life situations

Patterns, Relationships, and Functions

Students should study and explore patterns, relationships, and functions so they can show proficiency in being able to:

- Extend patterns given the beginning sequences
- Recognize and discuss patterns found in the environment (e.g., leaf, flower, flower, leaf. . .)
- Solve number sentences with missing numbers

Probability and Statistics

Students should experience data analysis and probability so they can show proficiency in being able to:

- Use data from graphs to determine which event is most likely or least likely to happen
- Demonstrate the possible combinations of two objects given a set of five objects

Geometry

Students will study one, two, and three dimensional geometry so they can show proficiency in being able to:

- Recognize, classify, construct, and name 3-dimensional shapes (cubes, cones, spheres, and rectangular solids) using concrete objects
- Construct and match geometric shapes using geoboards

Science Standards

Inquiry Skills

Students will conduct investigations using the processes of scientific inquiry. Students will:

- Design and conduct observational investigations
- Select and use appropriate tools to collect and record data, measure data, and make observations
- Ask questions about observations, make predictions, and begin to use scientific vocabulary in reporting observations

Physical Science

Students will examine the characteristics of objects, light, and magnetism. Students will:

- Conduct experiments that demonstrate the three states of matter (example: water)
- Investigate and record the temperatures of different objects and places in the environment
- Design investigations that determine the relative strength of different magnets

Life Science

Students will examine characteristics of organisms, their life cycles, and how they survive in their environments. Students will:

- Describe unique characteristics of organisms, to include plants and animals
- Explore the life cycles of plants, animals, and other organisms (examples: seeds, eggs, larva, pupa)
- Investigate protective adaptations of living organisms (examples: coloration, covering, and protective mechanisms)

Earth and Space Science

Students will examine objects and changes on earth and in the sky. Students will:

- Classify rocks and soils using observable characteristics (examples: color, size, texture, capacity to retain water)
- Describe ways that the earth's surface is constantly changing (examples: erosion, weathering, dynamic changes)
- Observe and record weather changes in the local environment

Science and Technology

Students will examine and apply simple technology design. Students will:

- Explore specific technologies that assist humans to work efficiently
- Examine commonly used tools or toys and explain how they work
- Identify a problem in the immediate environment and propose possible solutions

Science in Personal and Social Perspectives

Students will practice safety and conservation. Students will:

- Demonstrate personal and group safety when engaging in science activities
- Practice conservation strategies for using resources at school
- Find new ways to reuse materials (example: milk cartons, film canisters, paper)

History and Nature of Science

Students will identify science as a human endeavor. Students will:

- Recognize that science is an activity that students can do in the classroom
- Recognize that scientists come from a variety of back-grounds (gender and culture)

Social Studies Standards

Citizenship

Social studies programs should include experiences that provide for the study of the ideals, principles and practices of citizenship in a democratic republic, so that the learner can:

- Describe the traits of a good citizen
- Define his/her role as a member of a group
- Explain action citizens can take to make or change public policy

Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- Describe things all communities have in common and what makes the community unique
- Describe similarities and differences among cultures

Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- Compare and contrast how the family has adapted to its physical surroundings throughout time
- Compare and contrast how communities have changed to meet the needs of its members

Space and Place

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- Locate states and cities on a map
- Design map key (legend), color coding, and symbol representation to include the four cardinal directions
- Know the seasons of the year

Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- Begin to set self goals and demonstrate decisive behavior
- Know that people have different abilities and talents

Individuals, Groups, and Institutions

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

- Develop a knowledge of one's responsibility toward his/her community
- List ways communities depend on human and natural resources

Production, Distribution, and Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- Know the concepts of job and career
- Define goods, services, producer, service worker, and consumer
- Define basic social concepts of cooperation, competition, and conflict

Power, Authority, and Governance

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority and governance, so that the learner can:

- Explain rights and responsibilities of students
- Describe the need for laws
- Know that voting is one way to make a decision that pleases most people

Science, Technology, and Society

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

- Name energy sources found in the home and explain how these sources have developed over time
- Describe examples of ways science and technology have led to changes in the physical environment

Global Connections

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- Give an example of one way in which countries cooperated in friendship
- Name the ways, ideas, traditions, and customs are shared